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EXTENSION SERVICE RECORDS

REVIEW



4-H Light Horse Projects

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service:
U. S. Department of Agriculture and State Land-Grant Colleges
and Universities cooperating.

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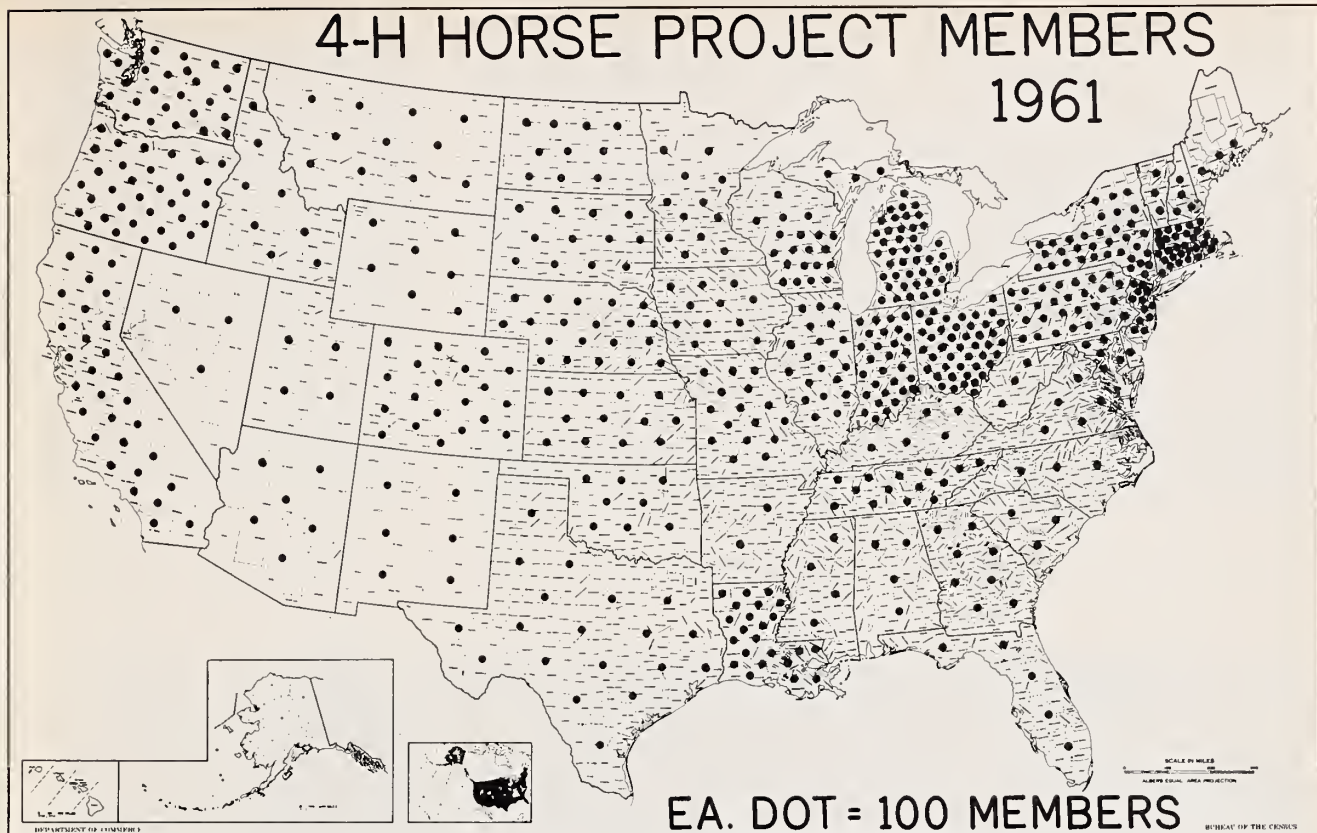
EDITORIAL

Did you know?

The United States today is sharing its food abundance with 92 million persons in over 100 countries through donation programs alone to combat hunger and promote economic development. This is under this Nation's Food for Peace Program.

America's efficient family farms are a bulwark of freedom at home and abroad. These farms are truly one of the wonders of the modern world—far more wonderful in my opinion than skyscrapers, big bridges, or other spectacular sights.—WAL

4-H HORSE PROJECT MEMBERS 1961



fastest growing 4-H animal project THE LIGHT HORSE

By FRANK H. BAKER,
Animal Scientist and
MYLO S. DOWNEY, Director,
4-H and Youth Development, FES

MAN'S old friend the horse is making a remarkable rebound in the midst of this jet age. He was relegated to the burial grounds and eventual extinction because men thought that machines could replace him in every way. He's coming back not as a beast of burden but to help people escape the tensions and routine of modern living through healthful outdoor exercise.

Recent statistics indicate that more riding horses are stabled in suburban surroundings in the United States today than are found on the Western

Ranges of the country. Bridle paths are being lengthened each year. The game of polo is expanding. Saddle clubs are springing up in all parts of the country. The glamour of riding to hounds is attracting more and more participants. Actual statistics show that in 1960, horse racing out-drew professional football and baseball by more than 25 million fans. Each year several million people enjoy participating in more than 500 major horse shows.

Once again the horse has proved that his contributions to mankind

are not only utilitarian. He does something to man's outlook on life. As in days of old when he was a status symbol in aristocratic Indian cultures, but for a different reason, he is becoming a symbol in suburban America. In the cultures of yesteryears, he contributed to the speed and the mobility of the societies, but in today's world the horse contributes to the development of the man so that he can withstand the tensions arising from a complex and highly mobile society.

This background has sparked the

development of the Light Horse Projects as the fastest growing 4-H animal project in the nation today.

From a modest beginning in a few States, enrollment ballooned to more than 37,000 in 1959, and was over 61,000 in 1961. 4-H Club members in all States are participating in this project. The 1961 enrollment in Alaska and Hawaii was less than 100 and thus is not shown on the accompanying map. Preliminary enrollment for 1962 was over 75,000.

Here are the opportunities in this project for 4-H Club members:

Ownership • Management • Safety • Demonstrations • Achievements • Development of skills—Good Horsemanship • Attitudes—Cooperation.

These are key points in this project as a parallel to all other 4-H projects. Here is real opportunity to bring young people who have never participated in 4-H into the program.

For Extension workers the 4-H Club Horse Project offers unique opportunities for teaching, program development, and public relations. The project is almost tailor-made for the graded approach in teaching and in recognition. Establishment of advancement levels provides for progressive development of skills and more equitable competition.

This project also presents Extension workers with a unique leadership training opportunity. Men and women who are keenly interested in

horses are usually thrilled with the opportunity to work with young people when they are given a chance to assume local leadership responsibilities in the 4-H Club Horse Project. Many of these folks are not familiar with the principles and standards of 4-H Club work. Thus, it is Extension's responsibility to furnish the necessary guidance for the development of a local horse club program within the existing framework.

The return of the horse to prominence also opens new opportunities for educational work with adults. The ranks of horse owners are growing rapidly and a high percentage of these people have had only limited previous experience with horses and

Washington's 4-H Horse Project

By JOE B. JOHNSON
Extension Livestock Specialist
Washington

EXPLODING interest in the 4-H Horse Project in Washington State has raised the problem of whether the horses would stage a runaway or whether they could be worked into the 4-H team.

Many people have wondered at this sudden increase in 4-H Horse Club enrollments in Washington and many other States. It is a project which has little or no commercial value and in most cases offers no great financial awards to boys and girls. Their main reward seems to be satisfaction from participating with others.

In 1958 only 1,195 Washington 4-H boys and girls completed the horse project. By 1962 this number had risen to 3,036, the largest enrollment in any agricultural project.

This rapid increase plus confusion resulting from it caused those of us concerned with the project to raise some questions relating to leadership training and interests of local leaders and county agents.

First we asked ourselves what is the value of the 4-H Horse Club project as far as 4-H Club work is

concerned? A hard look at this question convinced us that the project has the same basic values of other 4-H Club projects. It teaches boys and girls to accept responsibility, to learn cooperation and consideration of other people, but not necessarily to become polished riders of horses. Children who couldn't otherwise be in 4-H Club work nor have other animals for projects are included. The project has brought leaders and others who previously knew nothing about Extension into contact with Extension and the 4-H Club program. It has opened the door for more urban participation.

The next question we asked ourselves was what is the proper place of the 4-H light horse project in the overall 4-H Club program? Our answer to this question was that since this project has the same objectives as any other 4-H Club project it should rate no more than any of the other agricultural projects.

This is the last question we asked ourselves. Is the 4-H Club light horse project worth encouraging? Since

this project can be glamorized, it can easily be used to encourage total 4-H Club enrollment. We decided this emphasis is wrong. However, we decided to develop guidelines which would provide equal opportunity to boys and girls to belong to the project regardless of economic background. Since it did reach many folks who would not otherwise be in contact with the 4-H Club program and since it does fit into the overall 4-H Club aim of developing boys and girls into responsible, thinking citizens; we decided the project should be encouraged.

Since most of the controversy in the 4-H Horse project has revolved around what should be included in the project and in fair exhibits; we developed two sets of literature: (1) The Washington 4-H Saddle Horse Project, and (2) Suggestions for 4-H Horse Classes for Fairs.

The first included the purposes of the project, requirements, opportunities, and suggestions to leaders for conducting the project. The second divided the suggested classes into a

have little or no knowledge of the basic principles of animal care. Here is an audience that needs guidance in animal care, feeding, and management, all of which Extension Specialists are trained to handle.

The Breed Registry Associations and other organizations allied with the horse industry have had only limited contact with Extension and the Land-Grant system in recent years. Their support of the 4-H Horse Club Program is indeed gratifying. This may well lead to the establishment of a pleasant relationship similar to that which existed between Extension and other horse organizations in the early history of the Cooperative Extension Service.

The most recent Connecticut horse clinic set an alltime record for two-day events held on that campus. The State Universities have found that, by concentrating on these clinics and short courses as teaching devices for horse owners and club leaders, they are able to obtain the most competent instructors in the business. Many such events concerning horses and horsemanship are scheduled on the college campuses or at other central locations for the summer of 1963. For example, a special coordinated series of Horse Science Schools and Short Courses will be held at Fresno State College, Fresno, California, June 17-28; University of Missouri, July 1-12, Columbia, Missouri; and

Pennsylvania State University, University Park, Pennsylvania, July 15-26. Facilities of Willowbrook Farm, Catasauqua, Pennsylvania will be used in the latter event.

Participants in these courses may obtain college credit for the courses if they desire. A special opportunity for in-depth training for Extension workers and club leaders who wish to seek additional competence in this type of work is available here.

Extension workers at the county, State, and national levels are rising and will continue to rise to the occasion and accept the challenge to develop sound educational programs for a new public—the horse owners and the 4-H Horse Club members. ■



Halter Class section, a Performance section, a Fitting and Showing section, Herdsmanship Contest section and Horse Judging Contest section. We further suggested that county fair boards consider limiting an individual horse to exhibition in one class plus Fitting and Showing. This suggestion has been widely followed and met almost universal approval. By following this suggestion, the 4-H Horse project exhibitor has no particular advantage over exhibitors of other classes of livestock.

Adult leaders of the various 4-H Horse Clubs have been the backbone of this project. The livestock specialists working with county agents have concentrated on leader training. Leaders have gladly followed the suggested procedures previously mentioned because they felt these procedures gave substance to the program. They feel the program has educational depth for 4-H Club members and that the developed ability to handle and present horses is actually a byproduct of the project. They

feel that games, trail rides, and gymkhanas fit into the programs as activities and are not the reasons for clubs being formed.

Each county develops its own program within the broad State policies. Worthwhile additions to the project developed within counties are given Statewide circulation. This means the Washington 4-H light horse project will not remain static, but will continue to grow in educational depth and contribution to the overall State 4-H Club program. ■



Volunteer leaders are the key to Oklahoma's 4-H light horse project, with the Extension Service providing the necessary training aids and materials.

By JACK DRUMMOND
Associate Extension Editor
Oklahoma

Horse Project Adds Emphasis to Oklahoma's 4-H Clubs

OKLAHOMA'S initial step toward developing a horse project for 4-H Club members has turned into a gigantic leap in less than a year, with acceptance by both club members and adult leaders making it one of the fastest growing activities on the State's 4-H agenda.

"We can't truthfully say how many members are enrolled in the project," says Extension livestock specialist Bill Taggart, whose duty it is to oversee the program. "We do know, however, that the enthusiasm generated by this project has grown and is growing by leaps and bounds."

As outlined in the organization of the project, Extension's task has been to provide the training aids and materials needed by program leaders.

Most of these leaders are members of the Oklahoma Quarter Horse Association, which sponsors the awards presented this year for the first time.

"We know it's going to be up to these youngsters to continue the breeding of riding horses in the State," said State Quarter Horse Association president Charles Peppers, Jr. "We are thrilled to see this light horse project started and we believe this is going to be a wonderful program for all concerned."

Although the project is sponsored Statewide by the Quarter Horse group—and most of the leaders are Association members—there is no limitation as to the type of horse a youngster owns; or even a requirement that he own one outright.

Shetlands, Ponies of America, and crosses of all types are listed in the clubs, along with both registered and grade Quarter Horses.

In one county, a Quarter Horse Breeder "loaned" club members grade Quarter Horses so they could take part. He paid the usual expenses the

horses would have cost him—veterinary fees, hoof trimming, and so on—and the youngsters provided the feed and adequate shelter.

A special class in the county fair almost guaranteed the youngsters winning enough to pay their feed costs. Anything they won at other shows with their charges went into the profit ledger.

Local clubs and even countywide groups were active even before the State project was authorized. In most cases, only small modifications were necessary to fit these organizations into the overall pattern.

Finding leaders for the light horse project has perhaps been the easiest task of all. Horse breeders are a proud clan and are eager to pass this pride along to youngsters.

To back this up, one county reported an enrollment of more than 400 in the horse project—with plenty of volunteer leaders to take care of that number.

The interest of leaders was high from the start of the program. No more than 50, if that many, were expected at the first leader training

program held on the Oklahoma State University Campus last summer—400 attended.

"We feel this program is more than serving a purpose of training for boys and girls and we further feel it has given the 4-H program a new and definite impact in many areas of the State," Taggart says.

"Ownership, management, safety, demonstrations, achievement, the development of skills and attitudes, good sportsmanship, and cooperation are the major emphases of the project," he added.

While horse shows as such have not been the major emphasis of the project, they do have a place. Special classes have been set up for a number of county fairs. Similar classes are being planned for the State's two major State fairs. An all-Oklahoma 4-H horse show was held in Oklahoma City in February. This was sponsored by a local horse group.

"We consider this an integral but not all-important part of the project," Taggart said, comparing these shows to the shows that a boy or girl with a lamb-, pig-, or beef-fat-tening project might take part in.

On the recreation side of the project, there seems to be no limit. Moonlight rides, horseback picnics, drill teams, parade groups, contests of all sorts, and similar events help keep the interest of the youngsters at a peak and provide additional opportunities for experience in leadership and good sportsmanship.

Awards in the project currently include a State award of a \$50 bond and up to four medals for members in each of the State's 77 counties.

"We have been more than satisfied with this project since it was organized" Taggart said. "Our association with the sponsoring organization and the volunteer leaders, and seeing the enthusiasm of the boys and girls bears out our feelings that such a project can be effective in building a stronger 4-H program in Oklahoma."

Volunteer leaders are the key to Oklahoma's 4-H light horse project, with the Extension Service providing the necessary training aids and materials. Many of the leaders are members of the Oklahoma Quarter Horse Association, State sponsor of the project. ■

Develop Extension Programs Through County Agricultural Advisory Councils

By B. E. MUSGRAVE
District Extension Director
Michigan

OBSERVATIONS in recent years have caused me to draw certain conclusions with reference to county agricultural advisory councils. The first conclusion would be simply this: Our primary objective as we work with these groups is that of developing leadership. By that we mean top leadership that can speak for agriculture and rural interests. If this is a worthy objective, our efforts should be directed toward its accomplishment. The second objective is that of assisting the professional extension staff in developing the extension program for the county.

Some may argue that these should be in reverse order. Personally I am inclined to think that this has been the cause of much of our difficulty. We have attempted to deal with programs before the council members have acquired the necessary understanding and knowledge of the broad problems involved. In other words, we have tried to move too fast and have skipped an important step.

It is not the intention here to minimize the programming function of a council. In fact, this is usually the way we go about legitimizing such a group. Furthermore, in all of our work with councils, both the program process and program content underlie our entire operation with them. However, let us consider further the leadership objective. Why is this so important and why does it rank first place in my opinion?

The type of leadership which we are discussing here is that attained largely through knowledge, understanding, and experience. Members of agricultural councils are usually involved in some phase of agriculture as their livelihood. Each has real concerns relating both to specific farm or business enterprises and to agriculture as a whole. Each is concerned with the future of his indus-

try. Much is at stake for them, both in terms of dollars invested, and in future opportunities for them and their families.

To go further, these folks naturally are interested in new technology and in the application of management principles to their business. They want and need to know more about the marketing system and how it operates, about financing and credit, transportation, taxation, government programs relating to agriculture, and a host of others.

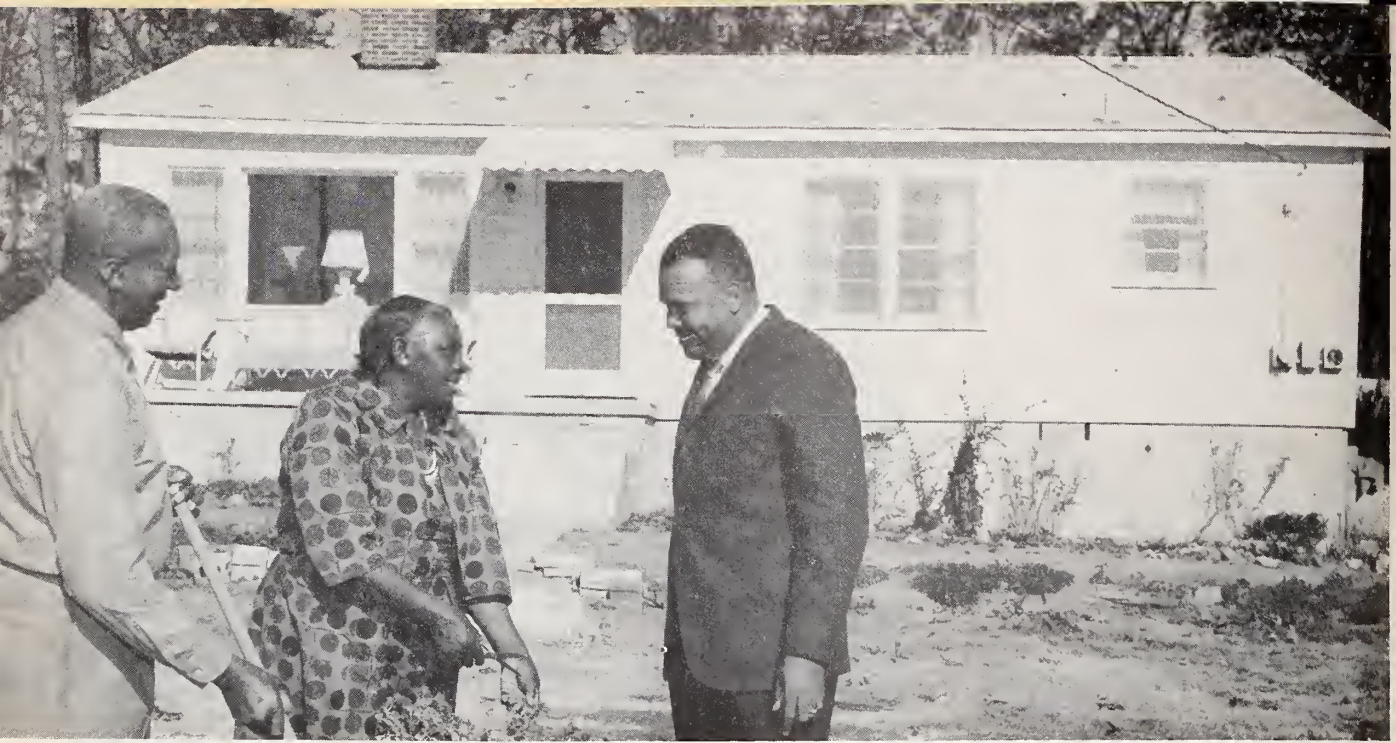
In general, these folks, along with many others, have had an exposure to information dealing with most of these subjects. What is implied here, however, goes much further. First, we need to agree that it is important that members of the council become very well informed on a wide variety of subjects, such as those mentioned previously. Secondly, we need to use a systematic approach and follow through on an educational program in order to bring this about. This needs to be a gradual process, carried on in such a way as to be accepted by those in the group.

In all of this discussion, it is assumed that we are starting with top leadership potential in the county.

This can very well include the leaders of business firms related to agriculture, as well as the more traditional agricultural producers. We must have this on which to build. Many of these will also have acquired considerable knowledge and stature previously as they have moved up the leadership ladder. What we are saying here is that we build on this to even greater lengths and in much greater depth.

Extension, through its educational leadership role, has a readymade opportunity for doing this job of helping to build more and better leaders who can speak for agriculture. An "agricultural advisory council," or as some might label it an "agri-business council," is an excellent vehicle through which to work to help bring

(See Programs, page 76)



The house is freshly painted; now the couple is concentrating on further yard improvement. County Agent F. D. Garrett is giving advice.

Community Development Clubs in South Carolina Accelerate Achievement of Longtime Objectives

By SHERMAN BRISCOE
USDA Information Specialist

THE organization of community development clubs among rural colored families throughout South Carolina is accelerating the achievement of the longtime Extension goal of stimulating more families to discover the specific needs of their farms, homes, and communities, and to plan and carry through effective measures for improvement.

The first of these clubs was organized in 1958 shortly after Assistant State Extension Agent, E. N. Williams observed the effectiveness of such clubs in the Charlotte, North Carolina area.

Today there are 113 community development clubs in the State with a total membership of 5,744 families. The clubs are federated under the Palmetto State Community Development Association.

The goal of every club is better

homes on better farms in better communities.

At the beginning of each year the State association meets to review and appraise the achievements of the previous year, list continuing needs, and establish objectives designed to meet the needs. These objectives are passed along to community clubs which adopt those that apply locally.

Among the objectives set up last year to increase income and improve homes and communities were: To produce a larger variety of crops and livestock, to have soil tested and apply fertilizer according to need, and to otherwise increase efficiency.

Also they aimed to build new homes or repair and modernize old ones, beautify lawns, have medical examinations, get needed inoculations, keep children in school, make wills, exercise citizenship responsibilities, press for road improvement, and beautify church grounds.

All 113 communities made some

headway toward accomplishing these and other objectives. The John P. Burgess community near Greenville with 30 participating families was adjudged to have made the most progress.

Twenty-two of the 23 full- and part-time farmers in that community had their soil tested; and 14 increased their income by nearly \$19,000 from timber, turkeys, better breeds of hogs, and increased acreage of cotton.

Other achievements of the community were the construction of seven modern homes and a church, installation of bathrooms in four additional homes, painting of four homes, and beautification of four lawns. Also, 80 percent of the people of the community received influenza shots, 75 percent obtained polio inoculations, and 17 percent of the families made wills.

For these achievements, the John P. Burgess community received a plaque and \$350 from the rural elec-



Mrs. Billy Young, holding her 18-month-old son, proudly shows off her eye-level oven to her home demonstration agent, Miss Sara McDuffy.

tric cooperatives and other power companies of the State.

Each year the first place community in the State and the runners-up are similarly honored during an awards luncheon at State College, Orangeburg.

The luncheon follows a 2-hour review conference at which time representatives of the clubs hear slide-illustrated program reports.

The number of community development clubs increases each year. Since 1958, the total has risen from 12 to 113. "In time," Mr. Williams explains, "we hope to have practi-

cally all the communities in the State organized."

But he doesn't want his 80 farm and home demonstration agents to superimpose clubs on the people. He wants the people of unorganized communities to recognize the need for such clubs after observing their effectiveness in other communities and then take the leadership in establishing their own clubs.

"This makes for a sound foundation," says Mr. Williams who is relying more and more on community clubs as an effective Extension teaching device. ■

Further yard beautification is the next step this family will take. Two Extension officials are explaining proper care of the tropical plant.



Schools

and

4-H

By LLOYD L. RUTLEDGE, Program Leader, 4-H and Youth Development, FES

FORMAL and informal educational forces in a county and State have some unique complementary relationships. The Extension 4-H program and other youth educational groups represent our informal educational forces while our schools make up our community formal program.

Informal youth education is really a part of continued adult education, too. A close bond of cooperation and understanding by all educators—formal and informal—will effect a stronger total education program with greater public acceptance. Full and complete leadership from all educators is needed to expand educational opportunities in our growing communities. An understanding of the educational potential provided by this association points up common goals and makes for closer working relationships.

Our objectives are similar and we are working with the same people. In most communities formal and informal educational forces are cooperative. But we are not developing our full possibilities unless we assist each other. We need to discover our complements and build them into our total program.

The maximum development of human resources is more important than ever before. We can no longer afford to waste human resources, the full development of which depends on wider sharing of education—formal and informal.

Never has there been greater rec-

ognition of the importance of education as there is today. Yet some of the educational trends in this country have very disturbing implications. For example, more than a third of our young people do not complete high school. Less than one out of four of our young people enter college, and only half of those (about one in eight) graduate. Every year 160,000 of our most able high school graduates—half of those in the top fourth of their class—do not go to college. These figures represent a shocking waste of our most valuable resource—our youth. This is a nationwide problem.

More and more we find that our school leaders are recognizing that even though they are our prime educational force, they cannot and should not attempt to do the entire educational job. Some school leaders insist that schools concentrate on basic, hard-core curriculum. This should encourage informal influences to develop some of the peripheral educational needs of young people.

Historically, "4-H type" of informal learning has been a part of our total educational force. School officials and other leaders have supported 4-H Clubs for more than a half-century. In the beginning most of the professional 4-H leadership came from the ranks of teachers, county school superintendents, and other educators. In many States, 4-H is still an important part of the school program; in others, the program and organic structure of the work is separate and no close relationship is evident to the public. In some instances, there has been a trend for community-centered 4-H Clubs to become so *independent* that they have almost no relationship to the ongoing formal program. On the other hand, in many situations the school-centered 4-H Club may have become *too dependent* on the school and does not receive the total support of community leadership.

For the past decade our real emphasis in the 4-H program has been, and still is, leadership development. The ultimate objective is the expansion of the club program and this expansion obviously must change the program structure and organization. Developing more informal leaders in

4-H should bring an expansion in the efficiency, effectiveness, and total reach of the program. As we bring more volunteer lay leaders into our program, we move from an "agent led" to a "leader led" club—from a "school centered" to a "community centered" program. At the same time we should retain and reinforce our relationships with the formal school programs. This is especially true when schools concentrate more on hard-core curriculum development. Therefore, we in Extension need to bring into sharper focus our complementary relationships to formal education. Our emphasis in 4-H leadership development needs to bring formal and informal educators closer together rather than to sever school ties entirely.

These educational facts and trends offer three special challenges to us.

Formal and informal education should find additional ways and means to develop in youth the desire to make optimum use of their abilities—"to whet their appetite for formal education and the philosophy of continued informal education."

We should pool our total resources and at the same time receive additional effectiveness through our existing complementary relationships.

As we give additional impetus to leadership development in our 4-H program, we need to give deep consideration to the retention of our basic relations with our formal educational partners.

Perhaps the best way to discover how an informal program like 4-H augments a school program is to look at some of the *basic conditions for learning*. By examining these conditions we can best discover how we can reinforce our ties with our co-workers in the schools. The learner must:

- a. be motivated.
- b. recognize that his present behavior is inadequate.
- c. be guided to new behaviors. Without guidance, learning would be purely trial and error.
- d. have opportunities to practice learned behavior.

e. find satisfaction in the desired behavior.

f. be helped to acquire standards of success that are high but are attainable.

g. be evaluated. He must have some way of knowing whether he is reaching his desired goals.

From the review of the conditions of learning, we can now point out how informal education such as 4-H and other Extension programs reinforce formal education.

1. The informal program is structured to provide forms of motivations that will stimulate behavioral changes. Educators agree that one of the big problems of learning in formal situations is that of building motivation. The informal program provides additional educational potential through its program process; 4-H stresses "learning by doing" experiences. Four-H is an educational laboratory for practicing skills, understandings, and attitudes which may have been taught in more formal settings.

2. An informal situational structure such as 4-H has these positive values.

a. The program of motivation is less difficult when the 4-H member or other youth participant is doing something he understands and knows why he is doing it.

b. Usually, the learning emphasized in 4-H-like experiences is connected with the member's immediate interests. This contributes to his motivation and continued practice.

c. The informality of 4-H programs offers both extrinsic and intrinsic awards for learning experiences.

d. Informal programs offer opportunities to relate concrete observations and practices. Four-H members can see and work directly with the "why."

e. Four-H emphasizes the development of problem-solving attitudes and encourages initiative. Since informal programs can provide a wide range of projects and activities, voluntarily chosen by the members, this may lead to broader interests.

3. In a 4-H program youth have the opportunity:

- a. for freer career exploration

than is possible in many school experiences,

b. for greater orientation to the world beyond their immediate community, and

c. for a broader program of citizenship; they may practice the principles of citizenship in 4-H meetings, activities, and projects.

4. Informal youth educational programs provide home practice exercises for the theory and subject matter of the formal school curriculum. By working together we can do more to encourage boys and girls to see the importance of continuous education. Our only hope is learning from youth throughout adulthood. This requires formal and informal educational forces working hand-in-hand.

5. Another positive value of the 4-H Club-like situation is that it provides a working relationship with adults, particularly young adults with whom youth may identify and who will encourage the development of mature behavior and values.

6. The youth club encourages the development of leadership skills and experiences. They learn, for example, how to conduct a meeting or plan a program.

7. Opportunity is given youth to arrange for direct participation in community service through sharing the planning and development of projects and programs. Furthermore, this may provide recreation, camping, and outdoor experiences.

In recent years we have done much speculation about the future 4-H program. New scope and new emphasis have been stressed. We have emphasized that the content, size, and structure in the 60's will be different in many respects from the present program. Regardless of the changes taking place we should recognize the unique educational characteristics of 4-H which make it a highly effective complement to formal education. This will make us a believer in our product, an advocate of its advantages, a salesman for our program, and a worker for closer alinement of formal and informal educational forces. We will gain more insight to our past program strengths and much greater perspective of our future. ■

Young People Are Responsible

By T. L. WALTON, State 4-H Club Leader, Georgia

IF YOU want to make young people fighting mad, especially 4-H Club members, try saying that the youth of today are irresponsible, have no civic pride, and are not interested in public affairs.

Given a chance, youth will quickly prove the statement false. They can prove by their accomplishments that they deserve more confidence and opportunities to have a larger part in community affairs.

There are few, if any, community activities or projects to which 4-H'ers can't contribute, and they are eager.

In one Georgia county, for example 4-H members were concerned about the litter along the highways. They felt that cleaner highways would attract more tourists, so they placed 4-H "highway litter" barrels in convenient places along the roads with signs advertising their location. If these prove successful, 4-H'ers want to take the lead in seeing that similar barrels are placed along all Georgia highways.

Some 4-H Clubs have cooperated in establishing and maintaining roadside parks.

In many communities, the young people have had the primary leadership in beautification programs. They not only have worked to landscape their own home grounds, but have worked on public property. Some clubs have landscaped school grounds and have bought small playground or classroom equipment.

Some years ago, when the small child of a local leader drowned, 4-H Club members became concerned about the number of boys and girls who had no opportunity to learn to swim. In cooperation with the Red Cross, they initiated a learn-to-swim program which is conducted each summer for about 300 boys and girls.

In another community, after a house was destroyed by fire, adults and youth aroused interest and raised enough money to obtain a local fire department. Similar teams of adults and youth have been responsible for

the construction of hundreds of community and recreational centers. In some localities, older 4-H members look after younger children during community meetings.

Health has been a favorite activity of Georgia 4-H Club members. They have assisted with surveys to determine basic community health needs and campaigns to obtain quotas for blood banks. They have helped with the educational programs on the March of Dimes, Red Cross, Cancer Fund, Christmas Seal, and Heart Fund Programs. Clean-up, fix-up, paint-up campaigns and safety hazard hunts have been conducted. Immunization campaigns and dental health have been promoted.

When Alaska became a State, the 4-H'ers in one county made new flags and presented them to schools.

One 4-H member developed a citizenship handbook so the clubs in his county would be encouraged to spend time each month on citizenship. The State 4-H office has since duplicated his handbook and sent a copy to each extension agent.

Another 4-H'er worked up a course on citizenship which she taught at county 4-H camps. For Cloverleaf campers, 10 and 11 years old, the course emphasized "every 4-H member is a citizen," for junior campers, 12 and 13 years old, the emphasis was on "growing in citizenship," and for the senior campers the emphasis was "citizenship in action."

As in most States, Georgia 4-H Club members have participated in activities to get out the vote.

Georgia 4-H Club members take great pride in their many activities for community development and service. With a little encouragement and guidance, they have made many worthwhile contributions to community betterment. At the same time they have developed a deeper sense of civic pride. Their youthful enthusiasm and unlimited energy pair exceedingly well with the experience and judgment of adult partners. ■

Extension for Youth—

Youth for Extension

By ELSIE M. SHIFFERLY
Home Demonstration Agent
Allen County, Indiana

A CENTENNIAL pageant staged during the 4-H Roundup at Purdue University and the county 4-H fair has helped our junior leaders better realize the value of the Extension Service and the importance of sharing ideas and knowledge. Youth, parents, staff, artists, a costume house manager, dramatic coach, and school chorus cooperated in staging the production, "They Dared To Dream."

Our county plan of work has eight longtime goals, one of which is to promote family participation in home and community improvement and public affairs. Many activities that contribute toward this goal affect the entire family. All family members are involved in the youth program of Extension as interrelated with the total county program.

When a new 4-H member is recruited, his local leaders become another nucleus of home and community activity. A child's natural desire to belong to an approved group is one reason for the popularity of youth organizations.

If the child is to benefit from his experiences in the organization, he needs encouragement and guidance. This is offered first by his parents, next by the local 4-H leader, and then by program direction from the county staff.

The interrelatedness of our Extension program is keenly felt by those most frequently involved. Each agent has a definite responsibility for the organization and administration of the programs emanating from the major county committees and councils. During peak activity, all staff members share the teaching, leader training, and supervision.

How do all Extension programs contribute to the development of beginning 4-H members? First local adults are willing to receive the training necessary to be effective 4-H

leaders. Next, parents or other interested adults provide project material to make it possible for the children to participate.

Subject matter is taught not only by 4-H leaders but by adults of the community who have subject matter knowledge and can help with instruction. Men and women who have benefited by extension schools for adults are the most frequent volunteers. Teachers, photographers, members of public health service, food producers, retailers, fashion coordinators, county safety department, and civic leaders are among the resource persons who participate.

In this way youth have the opportunity to learn from many persons who are experts in their fields. Furthermore, the 4-H member can begin to realize not only his opportunities, but his role in this complex, yet co-operative society.

Many members of the community encourage our youth by rewards for good quality work and active program participation. Contributions to the treasury of the 4-H Clubs, Incorporated, supply 4-H pins, exhibit ribbons, trophies, and educational trips. These funds come from the Home Demonstration Council, Rural Youth organization, County Farm Bureau, interested individuals, service clubs, public utilities, and businesses. Our own county council appropriates funds annually.

At the close of the club year, recognition is given to 4-H leaders in a countywide meeting. Also, in each community, the sponsoring committee joins the local leader and Extension staff members in an achievement program. This helps the 4-H members feel the importance of their program and realize that, "the significant factor in being a success isn't what Life puts into our hands, but what we put into Life."

The Extension program grows as the community sees its worth. The more people involved, the more ideas available, the more ideas put into action, the more people involved. Thus, the circle enlarges.

By continued evaluation of each year's activities, in light of the overall goal of improved living in home and community, not only is the youth program strengthened, but the community at large benefits. ■

Programs (from page 71)

this about. Resource people are available to assist in all areas of concern.

As council members become well informed and in a position to speak with some authority and understanding regarding the problems of agriculture and rural communities, they can then begin to be of real help program-wise. Without this, the treatment may become rather shallow and superficial.

In addition to this, responsibilities need to be given and opportunities provided for council members to grow in their leadership potential. This can be done as the Extension program is developed and carried out in the county.

None of these statements is new, to be sure. However, we may need to take a new look at what we are attempting as we work with all Extension advisory councils, but more particularly in agriculture. Extension agents maintain much of their own leadership through knowledge and competency of the subjects with which they deal. Perhaps we need to bring our advisory councils at least part of the way in this same direction. It will pay off as we seek their assistance in the development of Extension programs in each of our counties. Let's give it a try! ■

Audiences for Home Economics Extension Programs

By EMILIE T. HALL

Asst. Professor and Home Economics
Editor, New York State College of
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WHEN we talk about audiences, we imply that these are individuals or groups willing to listen to us; but it is our job to create the *opportunity to be heard*. Here is how a few New York State home demonstration agents found different kinds of audiences for extension programs.

Amelia Bielaski of *OTSEGO COUNTY* discovered a new kind of audience among county builders, lumber dealers, and carpenters.

"There are many old homes here and from the questions and problems people brought to us, I knew that most of the houses had inadequate storage space," Miss Bielaski says. "We also had many requests related to women's lack of time or energy. These seemed to be based on old houses, frequently ones that had been poorly remodeled."

She organized a series of clinic meetings for specialist-homeowner conferences on remodeling; but the program created more demand than could be met. Also, it soon became apparent that local carpenters did not have enough information to carry out the plans of the homeowners. When mistakes were made, the Extension people were asked to rectify them.

Miss Bielaski then discussed with the carpenters and builders the problems the program had created.

The upshot of these conferences was a meeting sponsored by the Extension Service Association for carpenters, builders, and representatives of the Northeast Lumber Dealers Association. It developed into an in-service training session where ideas and information were exchanged on neutral grounds.

Among other things, it became evident that the carpenters were loath

to try new materials and methods; that carpenters and homeowners found it difficult to visualize remodeling problems and tackle them in new ways; and that both builders and carpenters had trouble helping homeowners to understand their particular problems and limitations.

Although she cannot pin it down with figures, Miss Bielaski believes that since then, the "pros" have been taking a more personal interest in remodeling jobs. On request of carpenters, including several who did not attend last year's meeting, a repeat was scheduled for this winter.

NASSAU COUNTY home demonstration members (who also were Girl Scout leaders) requested training for the volunteer troop leaders who help the Scouts meet merit badge requirements in homemaking.

"We were teaching lessons on, 'What Every Modern Cook Should Know,' and this, essentially, was what the Scout leaders wanted. Here was an opportunity to get more mileage from material already prepared—and to reach a new audience," says Elsa Abraham.

Sixteen troop leaders completed two lessons and are now sharing their training with other leaders as well as with the 297 Girl Scouts.

The home demonstration agents in *ONONDAGA COUNTY* assumed that women who work on church suppers also help with meals served by other organizations such as Granges, PTAs, firemen's auxiliaries, lodges, and the like. So they offered a group of church women a program on managing community meals, seeing this as a key to other audiences.

Only 2 of the 18 women who attended were Extension members, and most of them were not aware of

bulletins and other Extension materials available. As assumed, almost all the women did serve on many different volunteer dinner committees and what they learned was bound to be used effectively.

The face of *BROOME COUNTY* changed rapidly during and after World War II. Rural real estate transactions boomed as the rural nonfarm population and number of part-time farmers increased.

In a study of the situation, Bruce Wilkins, associate county agricultural agent, found that more than half the farmers, almost as many rural nonfarmers, plus nearly a third of the part-timers planned to remodel their homes within 5 years. But 20 percent of all the people surveyed did not even know about the Extension program.

Here was an audience for which the Home Demonstration program also had meaning, so the two departments joined forces and planned a series of public meetings on the basics which families should consider when planning to remodel. The first meeting, held early last December, attracted 35 persons.

Although the extension agents had hoped for a larger audience, those who attended were alert, interested, and had so many questions to ask Professor Ruby Loper who conducted the meeting, that it ran nearly 45 minutes overtime. A young contractor who, on arrival said, "I'm not sure I belong here," ended by asking for more meetings on housing. A realtor termed the meeting most helpful; said what she had learned would be valuable in selecting homes.

Several banks have expressed interest in the Broome County approach to home ownership problems.

One, with a large volume of loans for home remodeling, has offered use of its 6,000-name mailing list to promote future meetings on homes.

An audience check was made to determine priorities for future topics for discussion. Included were water supply, plumbing, building supplies, kitchen planning, storage, and room arrangement. Fitting hand-in-glove with the December meeting was a series of public meetings on home lighting held in January.

ORANGE COUNTY, on the fringe of metropolitan New York, is suffering from extreme growing pains. Its population has increased 20 percent in 10 years; the gain in urban population has exceeded 50 percent. The people are young. Many of the men are commuters. In the past 6 years, 5,365 new houses have been built in the county.

Because of the far-reaching changes that are taking place, the people realize the importance of zoning, the local tax structure, the organization and operation of schools, and the political framework within which the county operates. Thus, much of the Extension emphasis here is in the public affairs area and beamed at an across-the-board audience.

The Home Demonstration Department also has found a readymade audience among home economics teachers. This contact grew out of a request from the county teachers association for a lesson on buying canned, frozen, and fresh foods, and the comparative cost per serving. Afterward, the teachers said they could use the information in classes, and asked for more programs.

In **ALLEGANY COUNTY**, where one of every eight residents is receiving surplus foods, the Home Demonstration Department has prepared material on the preparation and use of these foods for the best nutrition. To date, more than 4,000 copies have been distributed.

The current increase in requests for bulletins may have stemmed from this. There also has been a substantial pickup in telephone calls from surplus foods recipients who want more information on nutrition, low cost meals, and budgeting for food.

An experiment was conducted in **TOMPKINS COUNTY** by specialists

and agents who decided that if the program "Know Your Fabric Personalities," were to accomplish all they hoped, store personnel as well as homemakers should have some instruction. The manager of a department store in Ithaca, agreed.

Early one morning, store employees reported for a "command" class. They were not enthusiastic about the extra hour of work demanded of them. Minutes later they had forgotten their resentment; there wasn't enough time to answer all the questions they raised; and they asked for another class.

Audiences, we have said, are made up of individuals or groups willing to give us an *opportunity to be heard*. In this article we have looked at a few groups outside of organized Extension work that have demonstrated an interest in and need for Extension programs. This is one measure of the value of Extension work.

Station **WBEN-TV**, Buffalo, N. Y. put a dollar-and-cents value on its County Extension program. Within days after she retired, Mary Switzer was hired by the station to serve as program consultant for the "You and Your Family" show—a program she developed and guided for 25 years as home demonstration agent. ■

Get the Most from Radio

By **DOUGLAS O. WARDWELL**
Extension Radio-TV Specialist
Connecticut

"**W**E'VE tried radio and didn't like management." "The best contact is personal contact." "Prove how valuable radio can be!" These are all comments I've heard from Extension workers and perhaps you share their opinions.

I hope, however, that you will open your eyes to the potential of radio broadcasting. If you are ever to be successful in this medium, you must be positive in your approach, unhesitant in your program planning, and enthusiastic in your delivery. Voice

alone must sell your product of education, and voice cannot sell without a smile.

But let us answer the charges one by one. If you've tried radio and believe you were treated unfairly, you can begin by realizing what makes management tick. Radio salesmen sell time—it's their chief commodity and it's precious. If they have a client in mind, they investigate his needs, learn his problems, and prepare a radio campaign to increase sales. The sponsor pays for the service and the knowledge. We don't. Our product is education through Extension. Occasionally our programs are last-minute attempts, and we often underestimate the audience. So let's investigate before we accuse.

Start by determining the number of homes in your area, those having radios and the average jobs held by those families. Your station manager can supply most of these facts by handing you a copy of the Broadcast-Telecast yearbook. Now that you know the potential, plan what kinds of topics you'll present and what broadcast times you prefer. List several. Remember, you're getting free time, there's no cash involved and no profit for the station.

Now before you go to the manager, call your State information or editorial office for assistance. They'll help you arrange a good radio format, decide on final topics, and organize a brochure for presentation. Finally, meet the manager. In most cases the RFD (Radio Farm Director) will be of immeasurable help. Tell him you want to do radio but tell him why. Show him what types of shows you'd like to attempt and ask his advice. Then agree on a time when your audience will be awake and listening. Compromise, but don't give in completely. Now you're ready for radio. Just make sure your staff is as positive and enthusiastic as you are.

The second charge is well founded. "The best contact is personal contact." I agree. But Extension serves the rural *and* urban audience. It doesn't take much arithmetic to realize you could never reach all the people in your area by personal contact. So why not use radio? Most anytime of the day people listen to

radio, and most all the time the audience is different. Capitalize on facts, don't turn down the opportunity to expand Extension programs. The next best thing to being there is to broadcast there. Think of it next time you talk about contact.

How valuable is radio? Our home grounds specialist produces one program that reaches every part of our State, Massachusetts, and most of New York. He does it by making one master tape which is duplicated and distributed to key stations in Southern New England.

You have large numbers of valuable Extension bulletins in the office. Why not use radio to distribute them? Investigate the potential of writing radio spots which can be duplicated and sent in a pack to all radio stations in your county. In one month we had over 200 requests for one bulletin. Response was achieved by one spot in a one-week period. In addition to distributing information, we were able to check the effectiveness of radio spots.

Homemakers and home gardeners are faithful listeners if content is

worthwhile. Appeal to their pocket-book, buying habits, hobbies, and needs. Make listening informative and you'll quickly learn how appreciative audiences can be.

But the most important rule in successful radio is *attitude*. Forget about past experiences—no one gets ahead that way. Get to know your station manager or RFD broadcaster. Invite your information specialists to talk to you. Be enthusiastic and you'll be successful.

That's getting the most from radio! ■

“Attention Young Homemakers!”

By TOM CORCORAN
Extension Information Specialist
Washington

It pays to advertise even in Extension, reports Luella M. Condon, home agent in Walla Walla County, Washington.

One advertisement offering young homemakers modern information in homemaking got as many new customers as Agent Condon is able to work with. Even though the ad ran early in 1961, it is still exerting an influence in the homemaker's program.

At that time a group of 12 young homemakers and their husbands were taking a course in infant and child nutrition. They were so enthusiastic about Extension educational opportunities that they decided to let more people know about it.

After planning with Mrs. Condon, they wrote a news story and an accompanying questionnaire. The local editor of the daily paper declared the questionnaire was an ad. Local young homemakers breathed deeply, set their jaws, and dug up \$40 for a 5 x 6-inch ad.

Blank spaces for name, address, and phone number were included on the clip out form. Below the form were the words: “Paid for by Walla Walla County Homemakers Council.”

ATTENTION YOUNG HOMEMAKERS!

Are you interested in modern information on homemaking? If so, will you please fill out this form and send it to Mrs. Luella M. Condon, County Extension Agent in Home Economics, Box 536, Walla Walla, Washington.

The Washington State University Extension Service is interested in giving information to every family in the State. In Walla Walla County the headquarters for Washington State University is the County Agent's Office in the Courthouse—phone JA 5-7930.

Homemaking information is a part of the Extension Service program.

Check the following homemaking

areas in which you may be interested in having help: foods and nutrition, clothing, money management, home furnishings, frozen foods, time and energy management, child care, housing and storage, landscaping, other.

Would you be interested in: 1. Being in a young homemakers club where you will have an opportunity to learn and to be a leader? 2. Receiving a “Homemaking” information newsletter? 3. Attending special interest meetings? Visiting the County Agent's office and finding out about free bulletins and other services you may have? Do you have children? What are their ages?

A story in the same issue of the paper explained the program for young homemakers and pointed out arrangements would be made for a babysitting pool for small children who might otherwise prevent parents attendance at meetings.

Ninety-eight young homemakers filled out the questionnaire or came into the office to talk over the program and be sure their names were on the lists. Management of time,

energy, and money were the most often checked, Mrs. Condon said.

In one year, four young homemakers clubs with 81 members were organized as a direct result of the ad. Over 100 others attended open meetings. One of the new clubs of 25 young mothers hired a women to care for 20 preschool children during meetings. There are two other groups interested in organizing clubs and many more calling the office for help. ■



PEOPLE and IDEAS in ACTION!

There are lots of ways to handle your educational and organizational job with Rural Areas Development. Here are some quick reports from around the country of techniques that have clicked. Maybe they'll help you.

Mileage From Your OEDP

One Kansas county secured a feature story in the *Kansas Farmer* with a copy of their overall economic development program (OEDP). But let the associate editor, Clyde Zimmerman, tell it in his own words:

"I was introduced to this program in advance by Leslie Frazier, Rice County agricultural agent. He mailed me a 60-page report, *Resource Development Plan for Rice County*.

"... The whole report boils down to this, how Rice County can pull itself up by the bootstraps."

This development plan impressed Zimmerman. He went to Rice County, talked to Frazier and others in the 170-man development association, and documented their progress since January 1960.

Most of their projects center on improving farm production and marketing. But Rice County citizens have also worked on providing better vocational training, attracting industry, developing recreational assets, and—here's one that's different—helping to encourage local folks with ideas for patents or manufacturing.

Frazier is now an area extension rural development specialist, helping other agents with problems as they develop RAD programs, working closely with the Experiment Station team that puts research to work in the development program. He's learned the value of studying the problems and possibilities, involving people, and letting them know about the progress that's being made—through articles like the one in the *Kansas Farmer*.

Rice County can be proud of the 2½-page picture story. But what's more important—it can give other counties ideas they can work on.

Like Zimmerman said, in closing his article, "Rice County knows it still has a long way to go. But it's on its way—and it is a way that merits consideration!"

Help Wanted—How To Get It

Somewhat similar in purpose to USDA's *Pegs for Progress-RAD Handbook* and its supplement, *A List of Aids for RAD*, are several State publications. William DeWitt Harrell, RAD agent of the Georgia Extension Service has prepared *Aids Available in RAD*. West Virginia Extension developed a *RAD Capabilities Handbook*. Minnesota's Extension Service, in cooperation with the Department of Business Development, printed a *Community Aid Brochure*. They all describe services, information, and financial assistance available through Federal, State, and private agencies or organizations, as well as the purpose of each agency and its contact.

The same kind of thing has been done on the county level to bring the information even closer to home. For instance, in Cecil County, Maryland, extension agents Helen Irene Smith and Ray Mueller put together a directory describing services available from county, State, and USDA agencies.

R_x For Progress

Five years ago Don Hunter, county agent in Roosevelt County, Montana formed an advisory council to study the economic status of the county and ways to improve conditions. And then in 1959—when the county became a pilot county in public affairs education—the advisory council reorganized to take in as many groups and interests as possible.

With this added involvement, study and action committees went to work. Over 200 different people have worked on the Roosevelt County Planning and Improvement Council. They've got an enviable list of accomplishments; three development corporations to promote industrial growth; a strong adult education program; improved community services at lower tax cost; new and expanded farm income; development and promotion of local arts and crafts, tourists, and outdoor recreation.

There are other benefits. But local folks think it's only the beginning of a broader, permanent program of progress—made possible by continued organized leadership and teamwork. ■